

SUPERVISOR'S GUIDE

**Civilian Human Resources Agency,
South Central Region
Human Resource Development Division**



January 2005

Human Resource Development Supervisor's Handbook

References: [Title 5 US Code, Chapter 41](#); [Title 5 CFR, Part 410](#); [AR 690-400, Chapter 410](#); [AR 690-950, PERMISS](#)

It is Department of Defense policy to provide all training necessary to assure maximum efficiency of civilian employees in the performance of their official duties and to encourage employees in their efforts to improve themselves. The training of employees is regarded as vital to the successful accomplishment of the Army mission. It is necessary and desirable that employee self-development efforts be supplemented and extended by government-sponsored programs for the development of skills, knowledge, and abilities which will enhance the performance of official duties and to develop an effective work force for existing and future needs. Opportunities to participate in training and the administration of all training and development programs will be done without regard for race, creed, color, national origin sex, age, or physical handicap.

Training can develop basic skills, improve existing skills and help employees keep pace with the shifting demands of the job caused by changes in mission, rules, technology and organizations. If an employee does not know what to do or how to perform a job properly, training can be very effective. If the goal is to develop new skills, improve existing skills or modify skills to adjust to job changes, then training is probably the answer. Unfortunately there are some goals that training cannot accomplish. Employees who are not interested in learning a job or improving their performance or who lack the ability or the basic skills or education necessary to master a particular function are poor candidates for training.

An important part of every manager's job is developing the human resources at his or her disposal to ensure that current and future needs can be met. Federal managers have several important responsibilities in this area:

- [Determine specific training needs](#)
- [Developing training plans for employees](#)
- [Allocating resources to accomplish the training](#)
- [Acquiring and approving training](#)
- [Evaluating completed training](#)

For more information go to the Training Coordinator's Handbok

Determining Specific Training Needs

The development and implementation of a systematic, planned survey of short and long-range training needs should be completed prior to the beginning of each fiscal year. As necessary, complete additional surveys should be made to identify new or declining training needs as dictated by changing missions and current problems. The annual survey of training needs should include requirements for:

- on-the-job (OJT) training,
- correspondence courses
- formal classroom instruction
- long-term education
- self-development
- developmental assignments

In determining training needs, supervisors should conduct a thorough analysis of their organizations. The normal place to start is to take a close look at the jobs in the organization. Supervisors should review the position descriptions to identify the major duties and responsibilities of the jobs in the unit. Once the major duties and responsibilities have been identified, it is usually a pretty easy process to recognize the skills, knowledge and abilities (KSAs) that are needed to successfully perform these duties. The final step in this process is to assess the employees in the unit. The supervisor needs to decide where each worker stands relative to the required KSAs and in comparison to the supervisor's expectations. In other words the supervisor is measuring the gap between the requirements of the jobs and the capabilities of the people who perform the work.

For additional information see [Assessing Organizational, Occupational, and Individual Needs](#)

Developing Training Plans

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Once the supervisor has decided what the job is, how it works, and how well it is done at each grade level, the next step is to create an individual development plan (IDP) for each worker - whether a new trainee, intermediate or full performance level. A good IDP includes:

- A list of the specific tasks and expectations of performance required of the person at their current level
- How the skills needed to carry them out will be acquired or improved; for example through on-the-job training, classroom instruction, or self-study
- When the training will start and who will be responsible for conducting and evaluating it
- What performance level must be obtained at the end of each training experience
- Where the person can go for additional help if needed

For additional information see [AR 690-400-410, Chapter 2](#)

Allocating Resources to Accomplish Training

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Training resources are always limited. When evaluating training needs against limited resources there are a number of factors that need to be considered:

- What would be the effect of failing to meet the training need both in the short and in the long run?
- What benefit would come to the overall organization from the training?
- Would training one employee have a spin-off effect on other workers?
- Must the training be done to meet mission requirements?
- Does the need for the training affect the productivity of an employee?
- How common or widespread is the need?
- Where in the organization does it show up?
- How many people are affected?
- Is the training required?
- Has top management set priorities?
- Are there military or installation policies that will affect the decision?
- How soon is the training needed?
- Is there a time frame within which the training must occur to have value?

- What is the effect of the cost of the training on overall resources?
- Are there times when the training would adversely affect operations (i.e., during busy seasons)?

Once the need for training has been decided, the supervisor must set priorities on the use of resources. A priority should be specified for all types of formal training. The criteria for determining the appropriate [training priority](#) is as follows:

PRIORITY I – Training that is typically a condition of employment must be successfully completed within a specified time period and meet one or more of the following criteria:

- Employee must have acceptable performance
- Training is essential for mission accomplishment
- Training is mandated by higher authority or is required for certification, health or safety reasons
- Training is mandated by the Assistant Secretary of the Army as an ACTEDS leader development core course
- Training is essential (intern or functional trainee training)

PRIORITY II – Training must be needed for effective performance and to improve the quality of mission accomplishment. It is recommended that training mandated or specified in an approved training plan for enhancement of performance resulting in the improvement in the quality of mission accomplishment should be completed within a specified time period.

PRIORITY III – Training recommended for individuals to improve or enhance knowledge, skills and abilities needed on the job.

For additional information see [Purchasing Training](#).

Acquiring and Approving Training

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Based upon the training needs assessment, managers identify individual, organizational and activity training requirements and document the resources needed to support the training. The Human Resource Development advisors in the servicing Civilian Personnel Advisory Center (CPAC) and the Installation Training Committee analyze the consolidated installation training requirements that were derived from what managers input during the training needs survey process. The CPAC then provides the consolidated requirements to the South Central Region Civilian Human Resources Agency (CHRA), Human Resource Development Division (HRDD), where further analysis occurs and recommendations are developed for the Regional Training Plans. The HRDD performs the critical function of identifying training that can be delivered most economically and efficiently on a regional basis, to include tentative determinations on appropriate training mode and courses, costs, appropriate time frames and possible locations of training courses. The product of this process is a Regional Training Plan which is staffed with installation Commanders/CPACs. Concurrence and commitment for specific regional courses and approval of installation training plans are then accomplished by the installation Commander. Installation Commanders then transfer the resources necessary to support the regional training that will be managed by the South Central CHRA HRDD and finalize installation training plans. Managers are now ready to implement their individual and organizational portions of the installation training plan.

Installation and activity commanders may re-delegate [training approval authority](#) to approve short-term (120 calendar days or less) for employees under their command jurisdiction to line managers. Employees **may not** be assigned to training or permitted to enroll in a course (regardless of course length) before formal approval has been granted by the management official delegated authority to approve training. Such approval is documented by signature on the manual DD Form 1556 or electronically authenticated through the DCPDS training request system. Requests for approvals after employees have enrolled or actually begun the training must be disapproved. Employees who enroll in a non-government training course without written prior approval are personally responsible for the total training cost. Commanders, supervisors and other management officials who have been designated in writing to exercise delegated authority to approve training may use several methods to purchase training:

[TRAINING VALUED UP TO AND INCLUDING \\$25,000](#) – As a general rule, the process of requesting, selecting, approving, and purchasing training valued up to and including \$25,000 as a single purchase is exempt from formal contracting and acquisition procedures if it meets the definitions of “commercial” and “off-the-shelf” training. The DD Form 1556 (Request, Authorization, Agreement, Certification of Training and Reimbursement) remains the authorized and required source document to purchase training not subject to contracting procedures and to initiate requests to establish Education Service Agreements.

DEFINITIONS

- Commercial Training – training courses, software, products, training conferences or instructional services customarily used for non-governmental purposes. These items are available to the general public and the Federal Government simultaneously, subject to similar terms and conditions.
- Off-the-Shelf – Courses, programs or instruction which presently exists and is available at commercial marketplace prices. Providers advertise standard features and costs of the item or service through established catalogs, schedules, or other public information sources. An item requiring minor modification(s) resulting in no additional costs to the government beyond the established, published prices may still satisfy the criteria for designation as “off-the-shelf.” If the modification(s) significantly alter the non-governmental function or essential physical characteristics of an item, or change the purpose of the process, the purchase is subject to formal contracting procedures.

The Government-Wide Purchase Card is the authorized method for payment of commercial non-government training and services. Effective October 1, 1998, the DD Form 1556 was no longer authorized to use as a payment document. Payment to government training source providers remains via the appropriate fund transfer, in accordance with local financial management procedures.

[TRAINING VALUED ABOVE \\$25,000](#) – Training which costs over \$25,000 is subject to the Defense Financial Management Regulation (DFMR), the FAR, DFARS, AFARS and local acquisition and contracting procedures.

The [evaluation of training](#) is an integral part of the total process of planning, organizing and conducting training and development activities. It is a process whereby supervisors and managers analyze whether the training provided to the employee meets the training needs identified at the start of the cycle. For the most part, evaluation of the results of training is a matter of observing and evaluating the individual's job performance before and after the training. Training is generally evaluated at three stages:

- End of course – students complete course reaction sheets at the end of most courses to evaluate the actual presentation of training, effectiveness of the instructor and the overall accomplishments of training objectives.
- After the training has been completed – the student and supervisor are required to complete the evaluation section of the training request. Different procedures apply depending upon the method used to request and document the training event:
 - Manual **DD Form 1556, Section H, Copy 9**: The employee completes Parts I and II.
 - **DD Form 1556**: The employee completes Section E, Page 2. The supervisor completes Section F, Page 2.
 - Oracle Training Administration must be used to document completed training in the automated system for Army, DCPDS. The article in PERMISS called [Requesting and Entering Completed Training](#) does contain information about on-line evaluation of training and certification of training completion in the employee's master training record.

Training evaluation questions address the usefulness of training to one's job or mission requirements and whether or not the training was successfully completed. The supervisor's questions focus on the evaluation in terms of mission relatedness and improvement in employee or organizational performance.

Overall evaluation of the entire activity training program – the Human Resource Development personnel evaluate the activity training program in concert with management. This overall evaluation serves as a basis for the next year's training plan.

For further information download the [HRD Program Evaluation Guide](#). Click on Training Information, then Training Guidance, and finally on South Central Program HRD Evaluation Guide.

On-the-Job Training (OJT)

Most of the training initiatives outlined above, deal with formal classroom training. Another integral part of the training process is [On-the-Job Training](#) or OJT. On-the-Job training can be one of the best training methods available because it is planned, organized, and conducted at the employee's worksite. OJT is generally the most common method used to broaden employee skills and increase productivity. It is particularly appropriate for developing proficiency skills unique to an employee's

job, especially jobs that are relatively easy to learn and require locally-owned equipment and facilities. To have a successful OJT program, supervisors need to assign a mentor to each employee involved in OJT. It is the responsibility of the mentor to plan training carefully and conduct it effectively.

Individual Self-Development

Employees have the ultimate responsibility for their professional growth and self-development. Supervisors should encourage employee's participation in the continuing education activities at schools and with professional associations. [Individual Self-Development](#) efforts are initiated and funded by the employees and are normally completed during non-duty hours. In some cases, however, accommodations may be made if an employee wishes to attend an education, training or development activity on duty time, especially if it has the potential of increasing the employee's contributions to the mission. For example, the employee's hours of duty, work schedule or lunch period may be changed temporarily to allow for self-development activities.

Training Records

The U.S. Office of Personnel Management (OPM) issues personnel record keeping guidance prescribing how and where to file documentation of civilian training. The requirement to file [training documents](#) in the OPF was rescinded effective October 1, 1996. The following documents may no longer be placed on file in the employee's OPF: training certificates, DD Form 1556 (Request, Authorization, Agreement, and Certification of Training and Reimbursement), and computer-generated lists of completed training. Training documents already on file in the OPF will remain on file until the employee leaves Army employment. At that time training documents will be removed from the OPF and returned to the employee.

Army Civilian Training, Education and Development System (ACTEDS)

ACTEDS is a system that ensures planned development of civilian members of the force through a blending of progressive and sequential work assignments, formal training, and self-development for individuals as they progress from entry level to key positions. [ACTEDS plans](#) are developed for specific occupational groups through a process which uses job analysis techniques to identify required competencies (knowledge, skills and abilities) at the five major stages of career advancement (intern, specialist, supervisor, manager, and executive). These competency requirements serve as the basis for building a viable [ACTEDS plan](#) which includes: the identification of key positions; an outline of the career paths to key positions; and a Master Training Plan (MTP), individually tailored by occupation/career program. A Master Training Plan shows the proper blend of formal training, work assignments and self-development needed at each level to acquire competencies. Also the [ACTEDS Training Catalog](#), published by the OASA (M&RA), contains many developmental assignment opportunities.

QUESTIONS AND ANSWERS

Q: Who decides what training civilian employees need?

A: The supervisor determines training needs based on position requirements, the employee's performance and new job requirements.

Q: What is an "IDP" and how is it used?

A: IDP is the acronym for Individual Development Plan. It is developed during the appraisal process and summarizes the training planned for the employee for the following year.

Q: If an employee has already enrolled in a college course or has signed up for a training class, can the supervisor process the necessary paperwork so the government can pay for the cost?

A: No. Any requirement for government-sponsored training in non-government facilities must be processed and approved **BEFORE** the employee enrolls or begins the training.

Q: When should a supervisor discuss training needs with an employee?

A: Training needs should be assessed on a continuous basis, but a formal review at least yearly is required. A good time to do this would be when the employee receives a performance rating. Because training may require the allocation of funds, training needs assessments should also be tied into the activity budget process.

Q: Can the cost of membership in a professional organization be paid for out of training funds?

A: No. The membership itself will not improve employee performance, although it is possible that seminars sponsored by the professional organization could be funded by the activity.

Q: If an employee attends training (through a non-government facility) for which the government paid the costs and then does not satisfactorily complete the training, does the employee have to repay the Government?

A: Not necessarily. It will depend on the reasons for not completing the training. If it is for reasons beyond the employee's control – because of sickness or critical job requirements, there should be no requirement to repay. On the other hand, if the employee willfully failed to complete the training, there might be a requirement to repay.

Q: If I have an employee who is performing in an outstanding manner should I send him/her to one or two courses per year as a reward for their performance?

A: Outstanding performance should be recognized with the awarding of a performance award not by sending the employee to a training class. Training should be used to provide the skills, knowledge and abilities needed to perform the job; to meet new mission or program changes; to deal with new technology; or to improve performance.

Q: What is the Career Management Program?

A: The Career Management Program is a system for the selection, development, and assignment of eligible and qualified personnel within a specified career field. Its purpose is to provide Department of Army with a staff of proficient career employees to accomplish its mission.

Q: When is it impossible to provide training to all employees, what are some of the factors that should be considered when selecting an employee for training?

A: Selection should be based on merit and should take into consideration some of the following factors: the degree of the employee's need for the training; the extent to which the employee's knowledge, skills, or abilities are likely to be improved; the extent to which the employee is able to apply the training upon return to the job; the length of time and the degree to which the installation expects to benefit from the employee's improved knowledge, skills, or performance; the employee's interest in improving his/her work performance; or the extent to which the employee is able to share the newly acquired skills and knowledge or that others may benefit from the training.